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Lingguhang Aralin sa Reading and Literacy

Kuarter 1

Linggo

6

Lingguhang Aralin sa Reading and Literacy 1

Kuarter 1: Linggo 6

Ang materyal na ito ay gagamitin lamang para sa pagtuturo ng mga guro at pagkatuto ng mga mag-aaral sa MATATAG K to 10 Kurikulum. Layunin nitong maging batayan sa paghahatid ng mga nilalaman, pamantayan, at kasanayang pampagkatuto ng kurikulum. Ipinagbabawal ang anumang hindi awtorisadong pagkopya, pagrebisa, paggamit o pagbahagi ng materyal na ito. Anumang paglabag o hindi pagsunod sa itinakdang saklaw ay maaaring magresulta sa kaparusahan alinsunod sa legal na hakbang.

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Mula sa Kagawaran ng Edukasyon, isang taos pusong pasasalamat sa United States Agency for International Development and RTI International sa pamamagitan ng ABC+ Project at UNICEF sa pagsuporta at pagbibigay ng teknikal na tulong sa pagbuo ng MATATAG learning resources.

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Namahala sa Pagbuo ng Materyal

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MATATAG K to 10 Curriculum Weekly Lesson Log	School		Grade Level	1
	Name of Teacher		Learning Area	Reading and Literacy
	Teaching Dates and Time		Quarter/Week	Quarter 1, Week 6

	DAY 1	DAY 2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
A. Content Standards: The learners demonstrate phonological awareness in decoding developmentally and grade-level-appropriate words; understand and create simple sentences to express meaning about oneself, family, and everyday topics (narrative and informational).				
B. Performance Standards: The learners use phonological and alphabetic knowledge to read/write words accurately with/for meaning and narrate personal experiences with family and content-specific topics.				
C. Learning Competencies	• Chant nursery rhymes and poems. • Segment a two-three syllable word into its syllabic parts. • Narrate one's personal experiences: content-specific topics. • Read high-frequency words accurately for meaning. • Express ideas about: content-specific topics • Identify rhyming words in nursery rhymes, poems, and chants. • Recognize proper eye movement skills in reading: left to right; top	• Identify the letters in L1. • Produce the sound of the letters of L1. • Identify rhyming words in nursery rhymes, poems, and chants. • Say two or three words that rhyme. • Sound out words accurately. • Read content-specific words accurately for meaning. • Write words legibly and correctly. • Segment a two-three syllable word into its syllabic parts. • Identify initial sounds.	• Identify the letters in L1. • Produce the sound of the letters of L1. • Identify rhyming words in nursery rhymes, poems, and chants. • Say two or three words that rhyme. • Substitute individual sounds in simple words to make new words. • Write words legibly and correctly. • Read content-specific words accurately for meaning. • Read high-frequency words accurately for meaning.	• Identify the letters in L1. • Produce the sound of the letters of L1. • Identify rhyming words in nursery rhymes, poems, and chants. • Say two or three words that rhyme. • Isolate sounds in a word. • Write words legibly and correctly. • Recognize environmental print (symbols). • Read high-frequency words accurately for meaning. • Express ideas about content-specific topics

	to bottom; and return sweep • Recognize environmental print (symbols).	• Recognize the parts of the book. • Identify words with different functions: words that describe persons, places, and things. • Narrate one's personal experiences: content-specific topics.	• Express ideas about content-specific topics • Identify initial sounds. • Comprehend informational text: - note significant details in a story listened to	• Comprehend informational text: - identify problem and solution
D. Learning Objectives	At the end of the lesson, the learners are able to: - Identify the sounds and names of previously learned letters (K, L, and Y). - Write the previously learned letters. - Read high-frequency words. - Narrate personal experiences. - Discuss content-specific topics.	At the end of the lesson, the learners are able to: - Identify the letter N and its sound. - Read words that contain the letter N. - Write words that contain the letter N. - Isolate the initial sound in words beginning with N.	At the end of the lesson, the learners are able to: - Identify the letter G and its sound. - Read words that contain the letter G. - Write words that contain the letter G. - Substitute individual sounds in simple words to create new words.	At the end of the lesson, the learners are able to: - Identify the letter NG and its sound. - Read words that contain the letter NG. - Write words that contain the letter NG. - Isolate the initial sound in words beginning with NG.
II. CONTENT				
	<i>Review and Reinforcement</i>	<i>Letter N</i>	<i>Letter G</i>	<i>Letter NG</i>
III. LEARNING RESOURCES/MATERIALS <i>(Use the instructional materials, videos, and texts in the school that are appropriate to the lesson and in the learners' L1. Refer to similar primer lessons or lesson exemplars if any that correspond to the learners' L1. Find corresponding texts available in the local repositories/LRMDs.)</i>				
A. References	Nursery rhyme: "Ako Ay May Lobo".	Unang Hakbang sa Pagbasa (PRIMER): Kagamitan ng Mag-aaral (Tagalog)	Unang Hakbang sa Pagbasa (PRIMER): Kagamitan ng Mag-aaral (Tagalog)	Unang Hakbang sa Pagbasa (PRIMER): Kagamitan ng Mag-aaral (Tagalog)

B. Other Learning Materials	- Flashcards of previously learned letters (K, L, Y) and words. - High-frequency word list.	- Flashcards of letter N - Word cards with N words - Worksheets for writing practice	- Flashcards of letter G - Word cards with G words - Worksheets for writing practice	- Flashcards of letter W - Word cards with W words - Worksheets for writing practice
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
Activating Prior Knowledge	Ask students to say the sound and name of each letter. Provide examples in Filipino: K: "K" as in "kubo" L: "L" as in "lobo" Y: "Y" as in "yoyo" Encourage students to come up with more words starting with these letters (e.g., "kalabaw", "lata", "yelo"). Write these words on the board and ask students to read them aloud.	Begin by asking students if they know any words that start with the letter N. Write their responses on the board. This activates their prior knowledge and provides a starting point for the lesson. Review any previous lessons on letter recognition and sounds to ensure students are prepared for today's focus on the letter N.	Begin by asking students if they know any words that start with the letter G. Write their responses on the board. This activates their prior knowledge and provides a starting point for the lesson. Review any previous lessons on letter recognition and sounds to ensure students are prepared for today's focus on the letter G.	Begin by asking students if they know any words that start with the letter NG. Write their responses on the board. This activates their prior knowledge and provides a starting point for the lesson. Review any previous lessons on letter recognition and sounds to ensure students are prepared for today's focus on the letter NG.
Purpose of the Lesson/ Intention	Explain that today's lesson will focus on reviewing previously learned letters, their sounds, and words that contain these letters.	Explicitly state the purpose of the lesson to the students. Explain that today they will be focusing on the letter N,	Explain that today's lesson will focus on learning about the letter G, its sound, and how to use it in different Filipino words.	Explain that today's lesson will focus on learning about the letter NG, its sound, and how to use it in different Filipino words.

	Share the objectives with the students to set clear expectations.	its sound, and words that start with N.	Share the objectives with the students to set clear expectations.	Share the objectives with the students to set clear expectations.
During/ Lesson Proper				
Reading the Key Idea/ Stem	Chant the rhyme “<i>Ako Ay May Lobo</i>” together, ensuring all students participate. <i>Ako Ay May Lobo</i> <i>Ako ay may lobo Lumipad sa langit 'Di ko na nakita Pumutok na pala</i> <i>Sayang ang pera ko Binili ng lobo Sa pagkain sana Nabusog pa ako</i> Ask students to clap along to maintain rhythm and engagement.	Have students share a story or experience involving something with the letter N: “<i>Ngayon, gusto kong isipin ninyo ang iyong kakilala, isang lugar, o isang gamit na nagsisimula sa N. Marahil ang iyong nanay o sa niyugan. Sino ang gustong magbahagi ng kanilang kwento?</i>”	Read a short story with a clear problem and solution, explicitly guiding students to identify and discuss the problem and solution in the story. <i>Si Galay ay may mga gulay. “Mabuti ang gulay,” sabi ng nanay. “Kumakain ako ng gulay,” sabi ni Galay. Nagalak ang nanay kay Galay.</i> Mga Tanong : 1. <i>Sino ang may gulay?</i> 2. <i>Ano ang sabi ng nanay tungkol sa gulay?</i> 3. <i>Bakit mabuti ang gulay?</i> <i>Iguhit at kulayan ang mga gulay ni Galay.</i>	Read a short story with a clear problem and solution, explicitly guiding students to note important details in the story. <i>Nakita ni Paeng na ngumunguya ng nganga ang nanay niya. Humingi siya ng nganga. Umiling ang nanay niya. Umiyak si Paeng. “Hindi kinakain ang nganga. Nginunguya lamang ito ng matatanda,” sabi ng nanay. Tumigil sa pagngalang si Paeng.</i> Mga Tanong: 1. <i>Ano ang hinihingi ni Paeng sa kaniyang nanay?</i> 2. <i>Ano ang ginawa ni Paeng nang umiling ang kaniyang nanay?</i> 3. <i>Bakit hindi siya binigyan ng kaniyang nanay ng nganga?</i>

Developing Understanding of the Key Idea/Stem	Write the rhyme on a chart. Read the rhyme again and ask students to highlight the rhyming words - ako-lobo - nakita-pala - pera-sana Discuss why these words rhyme and what rhyming means. Practice segmenting two-three syllable words into syllabic parts using clapping. Go back to the list of rhyming words and segment words into syllables: <i>“Maghati tayo ng mga salitang ito sa mga pantig. Ang ‘halaman’ ay may tatlong pantig: ha-la-man. Ang ‘hagdan’ ay may dalawang pantig: hag-dan. Ang ‘harapan’ ay may tatlong pantig: ha-ra-pan.”</i> Have students share a brief personal experience or story with the class: <i>“Sino ang nais magbahagi ng isang kwento tungkol sa</i>	Show the letter N flashcard and say, <i>“Ito ang titik N. Ito ay tumutunog ng /n/.”</i> Demonstrate the sound /n/ by saying, <i>“Makinig sa tunog na ginagawa ng titik N: /n/.”</i> Have students repeat the sound several times: <i>“Sabay-sabay nating sabihin ang tunog: /n/, /n/, /n/.”</i> Chant a rhyme that includes words with the letter N: <i>“Magtugma tayo ng tula. Sabay-sabay natin sabihin: Ang nanay ay nagluluto ng nilaga at tinola. Siya ay nagsasanay magluto ng iba pang lutuin. Siya ay tunay na mahalaga sa bahay.”</i> Identify and highlight rhyming words within the rhyme: <i>“Naririnig n’yo ba kung alin ang mga salitang magkatugma? tunay at nanay ay nagtutugma kay bahay at nagsasanay.”</i>	Show the letter G flashcard and say, <i>“Ito ang titik G. Ito ay may tunog na /g/.”</i> Demonstrate the sound /g/ by saying, <i>“Pakinggan ninyo ang tunog ng titik G: /g/.”</i> Have students repeat the sound several times: <i>“Sabihin natin ang tunog nang sabay-sabay: /g/, /g/, /g/.”</i> Chant a rhyme that explicitly includes words with the letter G. Guide students in actively listening for words that start with the letter W and highlight these words together as a class. Explicitly identify and highlight rhyming words (RL1PA-I-4) to deepen their understanding of word patterns. Practice substituting the initial sound in simple words to create new words: <i>“Ngayon, palitan natin ang unang tunog ng ‘walis’</i>	Show the letter NG flashcard and say, <i>“Ito ang titik NG. Ito ay may tunog na /ng/.”</i> Demonstrate the sound /ng/ by saying, <i>“Pakinggan ang tunog na ginagawa ng titik NG: /ng/.”</i> Have students repeat the sound several times: <i>“Sabihin natin ang tunog nang sabay-sabay: /ng/, /ng/, /ng/.”</i> Chant a rhyme that includes words with the letter NG: <i>“Mag-awit tayo ng tugtugin. Ulitin pagkatapos ko: The cat sat on a mat with a hat.”</i> Identify and highlight rhyming words within the rhyme: <i>“Naririnig ba ninyo ang mga salitang nagrurimahan? Cat, mat, at hat.”</i> Practice isolating the initial sound in words that begin with NG: <i>“Ngayon, hanapin natin ang unang tunog sa ilang mga salita. Ano ang</i>
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	<i>kanilang mga sarili? Ipakita natin kung paano magkuwento nang malinaw at may kumpiyansa."</i> Practice reading high-frequency words from a list: <i>"Tingnan natin ang mga salitang ito: 'ang', 'mga', at 'si'. Sabihin natin ang bawat salita nang sabay-sabay."</i> Note: You may look at the list of sight words and/or high frequency words in the MATATAG English Curriculum Guide. Use flashcards for quick recognition: <i>"Kapag ipinakita ko ang flashcard, sabihin ninyo kaagad ang salita."</i>	Introduce words that start with N: <i>"Ngayon, tayo ay mag-aaral ng mga salitang nagsisimula sa N: nanay, nobela, at niyog."</i> <table><tr><td>Nena</td><td>nota</td></tr><tr><td>nuno</td><td>noo</td></tr><tr><td>niyog</td><td>nobela</td></tr><tr><td>nanay</td><td>Nida</td></tr><tr><td>nata</td><td>Nino</td></tr></table> Practice sounding out these words together as a class: <i>"Sabay-sabay nating sabihin ang mga salita: no-be-la, ni-yog, na-nay."</i>	Nena	nota	nuno	noo	niyog	nobela	nanay	Nida	nata	Nino	<i>upang makabuo ng bagong salita. Paano kung palitan natin ang /g/ ng 'gusto' ng /h/? Magiging 'husto.'</i> Subukan natin ang isa pa: <i>paano kung palitan natin ang /g/ ng 'gansa' ng /b/? Magiging 'bansa.'"</i> Use word cards and encourage students to come up with their own examples: <i>"Narito ang ilang word cards. Subukan nating palitan ang unang tunog ng mga salitang ito upang makabuo ng bagong salita."</i> <table><tr><td>gala</td><td>gulay</td><td>ginto</td></tr><tr><td>gansa</td><td>gata</td><td>gamot</td></tr><tr><td>gabi</td><td>gisa</td><td>gusto</td></tr></table>	gala	gulay	ginto	gansa	gata	gamot	gabi	gisa	gusto	<i>unang tunog sa 'cat'? Ito ay /ng/. Ano naman ang sa 'cup'? Ang unang tunog ay /ng/."</i> Use word cards to reinforce this practice: <i>"Narito ang mga word card. Sabihin natin ang mga salita nang sabay-sabay at pakinggan ang tunog na /ng/ sa simula."</i> Discuss naming and describing words related to NG words: <i>"Pag-usapan natin ang mga salitang nagsisimula sa NG. Ang 'ba-nga' ay isang salitang nagngangalan. Ang 'pa-ngo' ay isang salitang naglalarawan. Maaari ba kayong mag-isip ng ibang mga salitang nagngangalan o naglalarawan na nagsisimula sa NG o mga salitang may NG?"</i>
Nena	nota																						
nuno	noo																						
niyog	nobela																						
nanay	Nida																						
nata	Nino																						
gala	gulay	ginto																					
gansa	gata	gamot																					
gabi	gisa	gusto																					
Deepening Understanding of the Key Idea/Stem	Write a simple sentence on the board and have students identify each word: <i>"Isusulat ko ang pangungusap na 'Si Ana ay nag-aaral.' Tukuyin natin ang bawat salita sa pangungusap na ito."</i>	Hand out worksheets for writing practice: <i>"Ngayon, magpapraktis tayo ng pagsusulat ng titik N. Mangyaring sulatan ang titik N sa iyong gawain."</i>	Hand out worksheets for writing practice: <i>"Ngayon, magpapractice tayo ng pagsusulat ng titik G. Isulat ang titik W sa inyong worksheet."</i>	Hand out worksheets for writing practice: <i>"Ngayon, magsasanay tayong magsulat ng titik NG. Isulat ang titik NG sa inyong worksheet."</i>																			

	Show common signs and symbols (e.g., stop sign) and discuss their meanings: <i>“Ano ang ibig sabihin ng tanda na ito? Tama, ang tanda na ito ay nagsasabing ‘Huminto’.”</i> Practice reading sentences or short paragraphs, emphasizing left-to-right, top-to-bottom, and return sweep: <i>“Magsanay tayong magbasa. Tandaan, nagbabasa tayo mula kaliwa-pakanan, taas-pababa. Kapag natapos na tayo sa dulo ng linya, bumabalik tayo sa simula ng susunod na linya. Basahin natin itong pangungusap nang sabay-sabay: ‘Ang pusa ay nasa banig.’”</i>	Encourage students to write words that start with N: <i>“Isulat ang mga salitang ‘niyog,’ ‘nanay,’ at ‘nobela’ sa iyong gawain.”</i> Segment simple N words into syllables: <i>“Maghati tayo ng mga salitang ito sa mga pantig. Ang ‘niyog’ ay may dalawang pantig: ni-yog. Ang ‘nobela’ ay may tatlong pantig: no-be-la. Ang ‘nanay’ ay may dalawang pantig: na-nay.”</i> Show and discuss the cover page, title page, etc., of the book used for the story: <i>“Ito ang pahina ng pangunahing pahina ng ating aklat. Narito ang pahina ng pamagat. Ang pamagat ng ating kwento ay ‘_____.’”</i> Practice substituting the initial sound in simple words to create new words: <i>“Magpalit tayo ng unang tunog sa ‘nuno’ upang makagawa ng bagong salita. Kung babaguhin natin ang /n/ sa /p/, makakakuha tayo ng</i>	Encourage students to write words that start with G: <i>“Isulat ang mga salitang ‘gulay,’ ‘gala,’ at ‘gansa’ sa inyong worksheet.”</i> Practice reading and identifying high-frequency words that include the letter G: <i>“Basahin natin ang ilang salitang nagsisimula sa G. Sabay-sabay nating sabihin: ‘gulay,’ ‘gala,’ at ‘gansa’.”</i> Display these words on chart paper and review them as a class: <i>“Tingnan ang chart paper. Narito ang ating mga G words. Basahin natin ito ng sabay-sabay.”</i> Introduce and practice reading words related to Math, Makabansa, and GMRC that include G: <i>“Ngayon, matututo tayo ng mga bagong salita na may kaugnayan sa Math, Makabansa, at GMRC na nagsisimula sa G.”</i>	Encourage students to write words that start with NG: <i>“Isulat ang mga salitang ‘ngipin,’ ‘ngiti,’ at ‘nguso’ sa inyong worksheet.”</i> Show images of common signs and symbols that include the letter NG: <i>“Tingnan ang mga larawang ito. Makikita ba ninyo ang titik NG?”</i> Have students identify and read these symbols: <i>“Basahin natin ang mga tandang ito nang sabay-sabay. Mayroon ba kayong nakikitang ibang mga tanda na may titik NG?”</i> Practice reading and identifying high-frequency words that include the letter NG: <i>“Basahin natin ang ilang mga salitang madalas ginagamit.”</i> Display these words on chart paper and review them as a class: <i>“Tingnan ang papel ng tsart. Narito ang mga salitang NG natin.”</i>
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		salitang ‘puno.’ Subukan natin ang isa pa: paano kung palitan natin ang /n/ ng ‘nata’ ng /l/? Magiging ‘lata’ naman ito.”		Basahin natin ito nang sabay-sabay.” <table><tr><td>ngi-pin</td><td>nga-nga</td></tr><tr><td>ngi-ti</td><td>ngu-so</td></tr></table>	ngi-pin	nga-nga	ngi-ti	ngu-so
ngi-pin	nga-nga							
ngi-ti	ngu-so							
After/ Post Lesson Proper								
Making Generalizations and Abstractions	Summarize the lesson by reviewing the sounds of the letters K, L, and Y and the words practiced: “Ngayon, balikan natin ang mga tunog ng titik K, L, at Y. Anong mga salita ang natutunan natin na nagsisimula sa mga titik na ito?”	Summarize the lesson by reviewing the sound of the letter N and the words that were practiced: “Ngayon, natutunan natin ang tunog ng titik N at ang mga salitang pinraktis natin: ‘nanay,’ ‘niyog,’ at ‘nobela’.” Discuss how recognizing the initial sound can help in reading new words: “Tandaan, kung alam natin ang unang tunog ng isang salita, nakakatulong ito sa atin sa pagbasa ng salita. Ang ‘nobela’ ay nagsisimula sa /n/.”	Summarize the lesson by reviewing the sound of the letter G and the words that were practiced: “Ngayon, natutunan natin ang tungkol sa titik G. Ito ay may tunog na /g/. Nag-practice tayo ng mga salita tulad ng ‘walis,’ ‘watawat,’ at ‘wika.’” Discuss how changing one sound in a word can create a completely new word: “Tandaan, kung papalitan natin ang unang tunog sa isang salita, makakabuo tayo ng bagong salita. Ang ‘wala’ ay maaaring maging ‘gala’ sa pamamagitan ng pagpapalit ng /w/ ng /g/.”	Summarize the lesson by reviewing the sound of the letter NG and the words that were practiced: “Ngayong araw, natutunan natin ang tungkol sa titik NG. Ito ay may tunog na /ng/. Napag-aralan natin ang mga salitang tulad ng ‘ba-nga,’ ‘sa-nga,’ at ‘ngi-pin.’” Discuss how recognizing the initial sound can help in reading new words: “Tandaan, kung alam natin ang unang tunog ng isang salita, makakatulong ito sa atin na mabasa ang salita. Ang ‘nga-nga’ ay nagsisimula sa /ng/.”				
Evaluating Learning	Conduct a quick assessment using a worksheet or verbal quiz where students identify words that start with K, L, and Y: “Ngayon, magbibigay ako sa inyo ng	Conduct a quick assessment through a worksheet or verbal quiz where students identify or write words with the letter N: “Ngayon, magbibigay ako sa inyo ng worksheet.	Conduct a quick assessment through a worksheet or verbal quiz where students identify or write words with the letter G: “Ngayon, bibigyan ko kayo ng worksheet. Isulat ninyo	Conduct a quick assessment through a worksheet or verbal quiz where students identify or write words with the letter NG: “Ngayon, bibigyan ko kayo ng isang worksheet.				

	<i>worksheet. Pakisulat ang mga salitang nagsisimula sa K, L, at Y. Maari rin itong sabihin nang malakas kung nais ninyo."</i>	<i>Pakisulat ang mga salitang nagsisimula sa N. Maari rin itong sabihin sa boses kung nais ninyo."</i>	<i>ang mga salitang nagsisimula sa G. Maaari rin ninyong sabihin ang mga ito nang malakas kung nais ninyo."</i>	<i>Isulat ang mga salitang nagsisimula sa NG. Maaari rin ninyong sabihin ang mga ito nang malakas kung nais ninyo."</i>
Additional Activities for Application or Remediation (if applicable)	Provide additional worksheets for students who need extra practice with letters K, L, and Y. Include activities like tracing letters, matching words to pictures, and filling in missing letters. Play a matching game where students pair pictures with words that start with K, L, and Y. Use pictures of familiar objects and corresponding words for better engagement.	Provide additional practice worksheets for students who need more support: <i>"Kung kailangan ninyo ng karagdagang practice, may mga extra worksheets ako para sa inyo."</i> Explicitly guide students in finding and bringing in objects or pictures of objects that start with the letter N for further reinforcement, emphasizing the connection between spoken and written language.	Provide additional practice worksheets for students who need more support: <i>"Kung kailangan ninyo ng karagdagang practice, may mga extra worksheets ako para sa inyo."</i> Create a matching game where students pair words with pictures that start with the letter G: <i>"Maglaro tayo ng matching game. Ipagsama ang mga larawan sa mga salitang nagsisimula sa W."</i>	Provide additional practice worksheets for students who need more support: <i>"Kung kailangan ninyo ng mas maraming pagsasanay, mayroon akong mga dagdag na worksheet para sa inyo."</i> Create a matching game where students pair words with pictures that start with the letter NG: <i>"Maglaro tayo ng laro ng pagtutugma. Itugma ang mga larawan sa mga salitang nagsisimula sa NG."</i>
Remarks	- Deliver the lesson in Language 1. This must be the language spoken by the learners and used daily. - It is suggested to maximize the use of words about oneself and family used in the text for mastery and vocabulary development. - There are no worksheets or learner activity sheets for the week to give more focus on developing the listening and speaking microskills of the learners.			